



21ST CCLC

NAME OF LEA OR ORGANIZATION	Thrive
ADDRESS	601 Main Street, Mt. Vernon, In 47620
COUNTY	Posey
NAME OF CONTACT PERSON	Joy Millay
TITLE	Executive Director
PHONE NUMBER	812-201-6149
EMAIL	joymillay@thriveafterschool.org
NAME OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	Joy Millay
EMAIL ADDRESS OF SUPERINTENDENT OR EXECUTIVE DIRECTOR	joymillay@thriveafterschool.org

NAME OF SCHOOL TO BE SERVED (INCLUDE SCHOOL CORPORATION NUMBER)	FREE AND REDUCED LUNCH RATE	SCHOOL GRADE OR RATING	NUMBER OF YOUTH TO BE SERVED	GRADE LEVEL TO BE SERVED
West Elementary (#6590)	66.8	A	33	K – 5 th
Mt. Vernon Junior (#6590)	40.5	B	9	6 th – 8 th



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NAME OF SITE	STREET ADDRESS	CITY/COUNTY
Thrive	601 Main St.	Mt. Vernon/Posey Co.

<u>TOTAL GRADE LEVEL(S) TO BE SERVED</u>	9
<u>PRIORITY AREA</u> (STEM OR STEAM, LITERACY, COLLEGE & CAREER READINESS, OR SOCIAL EMOTIONAL LEARNING) *APPLICANTS SHOULD PICK <u>ONE</u> PRIORITY AREA	STEAM
<u>OPERATING HOURS</u> (AFTER-SCHOOL, BEFORE-SCHOOL, SUMMER, AND/OR INTERSESSION) *APPLICANTS SHOULD LIST <u>ALL</u> APPLICABLE OPERATING HOURS	Afterschool Elementary: 2:50 p.m. – 5:20 p.m. Junior High: 3:15 p.m. – 5:20 p.m.
<u>PROGRAM INCOME</u> DOES YOUR PROGRAM PLAN TO GENERATE PROGRAM INCOME? Y/N *FOR MORE INFO, SEE PAGE 22 OF RFP	No



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ASSURANCES (2.5 POINTS)

The Indiana Department of Education requires that the following assurances remain in effect for the duration of the subgrant. The Indiana Department of Education will require assurances with subsequent amendments to this application if required by changes in federal or state law. The applicant assures that:

- It has the necessary legal authority to apply for and receive the proposed subgrant;
- The filing of this application has been authorized by the applicant's governing body, and the undersigned official has been duly authorized to file this proposal for and on behalf of the said applicant, and otherwise to act as the authorized representative of the applicant in regard to this application;
- The activities/services for which the assistance is sought under this subgrant will be administered by or under the supervision and control of the applicant;
- The subgrant program will be operated in compliance with all applicable state and federal laws and in compliance with regulations and other policies and administrative directives of the IDOE;
- The subgrant program will take place in a safe and easily accessible facility;
- The subgrant program will be carried out as proposed in the application;
- The subgrant program was developed and will be carried out in collaboration with schools the youth attend;
- The subgrant program will utilize an evidence based curriculum that includes professional development;
- The subgrant program will align out-of-school time efforts within school priorities including Indiana Academic Standards;
- The subgrant program will primarily target youth who attend schools who received a D or F school rating for state accountability **or** Does Not Meet or Approaches Expectations for federal accountability; or youth who attend schools with a 40% or higher Free and Reduced Lunch rate;



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- The funds under the subgrant program will be used to increase the level of State, local and other non-federal funds that would, in the absence of Federal funds, be made available for authorized programs and activities;
- The required information and reports will be submitted timely as requested by the Indiana Department of Education;
- The subgrant program will comply with [U.S. Education Department General Administrative Regulations \(EDGAR\) and Uniform Grants Guidance](#)
- The subgrant program agrees to keep records and provide information to the IDOE as may be required for fiscal audit and program evaluation for a minimum of seven (7) years from the date of the last activity;
- The subgrant program agrees to complete the Indiana Quality Program Self-Assessment (IN- QPSA) annually and use the program action plan to guide program improvement and strengthening;
- The subgrant program will ensure that each staff member participating in this grant knows how to access student data including grade and/or state assessment data;
- The community was given notice of the applicant's intent to submit; and
- After the submission, the applicant will provide for public availability and review of the application and any waiver request;
- The applicant certifies by submitting this application that neither it nor its principals nor any of its subcontractors are presently suspended, proposed for debarment, declared ineligible or voluntarily excluded by any federal agency or by any department, agency or political subdivision of the State of Indiana. Verification is made via sam.gov. The term principal for purposes of this application means an officer, director, owner, partner, key employee or other person with primary management or supervisory responsibilities, or a person who has a critical influence on or substantive control over the operations of the applicant;
- The applicant certifies that it has verified the state and federal suspension and debarment status for all subcontractors receiving funds under the fund associated with this application and shall be solely responsible for any recoupment, penalties or costs that might arise from use of a suspended or debarred subcontractor. The applicant shall immediately notify the State if any subcontractor becomes debarred or suspended, and shall, at the State's request, take all steps required by the State to



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terminate its contractual relationship with the subcontractor for work to be performed and supported by funding from the application;

- The LEA certifies that it is in compliance with Title IX, section 8524, and that it has no policy that prevents, or otherwise denies participation in, constitutionally protected prayer in elementary and secondary public schools as set forth in the [USDOE Guidance and Constitutionally Protected Prayer in Public Elementary and Secondary Schools](#), dated February 7, 2003.
- The subgrant program certifies that if it has expended \$750,000 or more in federal funds in the preceding year, it will receive a single audit or program specific audit (2 CFR 200.501)
- All partners will review and comply with the above assurances.

Thrive

Applicant Name (LEA or Organization)


Authorized Signature

8-1-2020
Date



Memorandum of Understanding Thrive and The Metropolitan School District of Mt. Vernon

Introduction

Thrive and the MSD of Mt. Vernon enter into this Memorandum of Understanding (MOU) for the express purpose of working together to ensure access to Thrive's programming for students from West Elementary and the Mt. Vernon Junior High School and to facilitate a continuity of services between in-school and after-school programming.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. West Elementary and the Mount Vernon Junior High School are schools of the MSD of Mt. Vernon.

Thrive and the MSD of Mt. Vernon have jointly identified that a collaborative partnership will benefit the target demographics that Thrive and the MSD of Mt. Vernon serve. The objectives of this partnership are:

- To ensure that students have transportation from their school to Thrive; and
- To ensure Thrive students are provided with the highest quality programming that compliments and enhances their in-school academic programming through direct communication between Thrive and pertinent MSD of Mt. Vernon staff.

Scope of Work, Roles, and Responsibilities

Thrive and the MSD of Mt. Vernon agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

The MDS of Mt. Vernon will:

- Provide transportation to Thrive after school from West Elementary and the Mt. Vernon Junior High School.
- Allow direct communication between Thrive staff and MSD of Mt. Vernon teachers/staff to enable Thrive to develop and maintain programming that complements the students' in-school academic programming.
- Share data with Thrive regarding Thrive students to facilitate Thrive's program evaluation.

Thrive will :

- Work cooperatively with the MSD of Mt. Vernon's director of transportation.
- Provide the MSD of Mt. Vernon copies of the School Communication Forms, signed by each Thrive student's parent/guardian, which outline Thrive's policies for direct communication between Thrive staff and the MSD of Mt. Vernon.

Thrive will :

- Work cooperatively with the MSD of Mt. Vernon's director of transportation.
- Provide the MSD of Mt. Vernon copies of the School Communication Forms, signed by each Thrive student's parent/guardian, which outline Thrive's policies for direct communication between Thrive staff and the MSD of Mt. Vernon.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.
- In accordance with Thrive's safety policies, all individuals working with students at Thrive shall have a criminal background check completed prior to beginning any work with students. This requirement shall be considered met as the MDS of Mt. Vernon conducts and maintains criminal background checks on all MSD of Mt. Vernon employees.
- All staff and volunteers associated with The MSD of Mt. Vernon will comply will Thrive's safety policies. Thrive will provide copies of said policies to any MSD of Mt. Vernon employees who work with students at Thrive.

Signatures

Organization MSD of Mount Vernon
Organizational Representative Matt Thompson
Representative's Title Superintendent
Signature [Signature] Date 8-5-2020

Organization THRIVE
Organizational Representative Chris Johnson
Representative's Title Board President
Signature Chris Johnson Date 8-10-2020

Organization Thrive
Organizational Representative Joy Millan
Representative's Title Executive Director
Signature [Signature] Date 8-10-2020



Memorandum of Understanding Thrive and Mt. Vernon First United Methodist Church

Introduction

Thrive and Mt. Vernon First United Methodist Church enter into this Memorandum of Understanding (MOU) for the express purpose of providing holistic afterschool programming to students in Mt. Vernon.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. Mt. Vernon First United Methodist Church serves the Mt. Vernon and surrounding community.

Thrive and First United Methodist Church have jointly identified that a collaborative partnership will benefit the target demographics that Thrive and First United Methodist Church seek to serve. The objectives of this partnership are:

- To provide a location for Thrive to operate programming.
- To provide fiscal sponsorship until such time as Thrive obtains its own 501(c)3 status.

Scope of Work, Roles, and Responsibilities:

Thrive and First United Methodist Church agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Mt. Vernon First United Methodist Church will:

- Provide the use of facilities for Thrive's programming (Wesley Hall facilities and an office space) at no cost to Thrive.
- Provide fiscal sponsorship for Thrive to operate as a 501(c)3 nonprofit.

Thrive will :

- Help cover costs associated with additional facility usage (such as increased electric, water, and consumables) in an amount determined by Thrive's Executive Director in consultation with First United Methodist's Administrative Council during the academic year (August through May) that Thrive is in session.
- Provide the finance committee of First UMC with regular financial reports to enable clear accountability for the fiscal sponsorship.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.

- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with First United Methodist Church, if any staff or volunteers work directly with students.
- All staff and volunteers associated with First United Methodist Church will comply with Thrive's safety policies. Thrive will provide copies of said policies to First United Methodist Church.
- First United Methodist Church sees its role as assisting Thrive in achieving its mission and will be as flexible as possible to accommodate any special needs or changes. In turn, Thrive will be flexible in accommodating any concerns of First United Methodist Church.

Signatures

Organization First United Methodist Church
 Organizational Representative Rev. Christopher Millay
 Representative's Title Lead Pastor
 Signature Rev. Christopher Millay Date 29 July 2020

Organization First United Methodist Church
 Organizational Representative Robert J. Stemple
 Representative's Title Chair - Church Council
 Signature Robert J. Stemple Date July 29, 2020

Organization THRIVE
 Organizational Representative Chris Johnson
 Representative's Title Board President
 Signature Chris Johnson Date 8-10-2021

Organization Thrive
 Organizational Representative Joy Millay
 Representative's Title Executive Director
 Signature Joy Millay Date 8-10-2020



LETTER OF AGREEMENT

Thrive and the RiverCity Squadron of the Indiana Wing of the Civil Air Patrol

Introduction

Thrive and the RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol enter into this Letter of Agreement (LOA) for the express purpose of providing educational opportunities for Thrive students.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. The Civil Air Patrol (CAP) is a 501(c)3 nonprofit organization whose mission is "supporting America's communities with emergency response, diverse aviation and ground services, youth development and promotion of air, space and cyber power." RiverCity Cadet Squadron of the Indiana Wing is the local Civil Air Patrol Squadron and includes a cadet program.

Thrive and the RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol have jointly identified that a collaborative partnership will benefit the Thrive's students and provide opportunities for community engagement for members of the RiverCity Cadet Squadron. The objective of this partnership is to provide services for Thrive's students by:

- Providing programming to Thrive students on a range of topics in STEM, aerospace, and leadership.

Scope of Work, Roles, and Responsibilities:

Thrive and The RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will:

- Provide staff and volunteers to conduct programming along with volunteer Instructors provided by The RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol.
- Provide any necessary materials for programming.

The RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol will:

- Provide volunteer Instructors to engage Thrive students in activities and programming focused on STEM, aerospace, and leadership.

Volunteer Instructors from the RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol will utilize Thrive's STEM materials on a schedule determined by Thrive's executive director and the leadership of the RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol.

Oversight and Terms of Agreement

- This LOA may be reviewed by both parties annually.
- Amendments to this LOA may be made with the mutual written agreement of both parties.
- In accordance with the safety policies of Thrive and the Civil Air Patrol, all individuals working with students shall have a criminal background check completed prior to beginning any work with students.
- No Operational Missions are authorized by this Letter of Agreement.
- Thrive will complete and maintain criminal background check records for all staff and volunteer Instructors provided by The RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol, if any staff or volunteer Instructors work directly with students.
- All staff and volunteer Instructors associated with the RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol located in Vanderburgh County will comply with Thrive's safety policies. Thrive will provide copies of said policies to The RiverCity Cadet Squadron of the Indiana Wing of the Civil Air Patrol located in Vanderburgh County.

Signatures

Organization *RIVERCITY CADET SQUADRON*

Organizational Representative Captain Michael Schultheis

Representative's Title: Squadron Commander

Signature Michael Schultheis Date 08/04/2020

Organization: Indiana Wing of the Civil Air Patrol

Organizational Representative Colonel Robert Freese

Representative's Title: Wing Commander

I have read and approve the Letter of Agreement between Thrive and The River City Squadron

Signature /s/ Robert W Freese, Col CAP Date 05 AUG 2020

LOA/Thrive/The RiverCity Squadron of the Indiana Wing of the Civil Air Patrol

Organization: Civil Air Patrol

Organizational Representative: John A. Salvador

Representative's Title: Chief Operating Officer

Signature John A. Salvador Date 12 AUG 2020

Organization: Thrive

Organization Representative Joy Millan

Representative's Title Executive Director

Signature Joy Millan Date 8-12-2020



Memorandum of Understanding

Thrive and the USI International Community Service program

Introduction

Thrive and the USI International Community Service program enter into this Memorandum of Understanding (MOU) for the express purpose of providing educational opportunities for Thrive students.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. The USI International Community Service program engages students – both international and domestic students – in community service in the greater Evansville area.

Thrive and the USI International Community Service program have jointly identified that a collaborative partnership will benefit Thrive's students and provide opportunities for community engagement for USI students. The objective of this partnership is to provide services for Thrive's students by:

- Providing programming to Thrive students on a range of topics about countries and cultures around the world.
- Providing opportunities for Thrive students to interact with and form positive relationships with individuals from countries around the world.

Scope of Work, Roles, and Responsibilities:

Thrive and The USI International Community Service program agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Provide all necessary resources and support for volunteers from the USI International Community Service program.

The USI International Community Service program will:

- Engage Thrive students in activities and information regarding the volunteers' home country and culture.
- Volunteer with Thrive students in the various aspects of Thrive's programming.

Volunteers with the USI International Community Service program will volunteer with Thrive's programming at least twice per semester.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.

MOU/Thrive/The USI International Community Service Program/2

- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with The USI International Community Service program, if any staff or volunteers work directly with students. Exemption is made for International Students (who do not have Social Security Numbers) as a US Embassy completes background checks for each individual student before issuing a student Visa.
- All staff and volunteers associated with The USI International Community Service program will comply with Thrive's safety policies. Thrive will provide copies of said policies to The USI International Community Service program.

Signatures

Organization University of Southern Indiana
Organizational Representative Mohammed F. Khayum
Representative's Title Provost
Signature Mohammed Khayum Date 8/12/2020

Organization USI
Organizational Representative Emilija Zlatkovska
Representative's Title Interim Executive Director of CIP at USI
Signature Emilija Zlatkovska Date 8/12/2020

Organization Thrive
Organizational Representative Joy Millay
Representative's Title Executive Director
Signature Joy Millay Date 8-10-2020

Organization _____
Organizational Representative _____
Representative's Title _____
Signature _____ Date _____



Memorandum of Understanding Thrive and Willow Tree of Posey County

Introduction

Thrive and Willow Tree of Posey County enter into this Memorandum of Understanding (MOU) for the express purpose of providing educational and supportive opportunities for the students enrolled in Thrive and their families.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. Willow Tree of Posey County is a 501(c)3 nonprofit organization whose mission is ending family and sexual violence in our community through public education and by providing victims, their families and loved ones with assistance and resources to enhance their quality of life.

Thrive and Willow Tree of Posey County have jointly identified that a collaborative partnership will benefit the target demographics that Thrive and Willow Tree of Posey County seek to serve. The objective of this partnership is to provide services for Thrive's students and their families by:

- Providing programming to Thrive students on a range of topics aimed at personal development, healthy relationship development, and prevention of domestic and sexual violence, including the Safe Dates curriculum.
- Provide information and education to parents/guardians on the Safe Dates curriculum, including parent/child engagement on the topic of healthy relationship development.

Scope of Work, Roles, and Responsibilities:

Thrive and Willow Tree of Posey County agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Communicate with the parents/families of Thrive students the pertinent details of the family engagement/education event.
- Provide the place for the family engagement/educational event to take place.

Willow Tree of Posey County will:

- Engage parents/guardians and family members in activities and information regarding a range of parenting skills.
- Facilitate the dissemination of information regarding other resources that are available to offer supportive services aimed at developing and maintaining healthy family units.

These family engagement/education events will be provided a minimum of twice during each academic year, with a potential for other events depending on the needs of the parents/families of Thrive students.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.
- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with Willow Tree of Posey County, if any staff or volunteers work directly with students.
- All staff and volunteers associated with Willow Tree of Posey County will comply with Thrive's safety policies. Thrive will provide copies of said policies to Willow Tree of Posey County.

Signatures

Organization Willow Tree of Posey County

Organizational Representative Beth Baro

Representative's Title Exec. Director

Signature Beth Baro Date 8/4/2020

Organization THRIVE

Organizational Representative Chris Johnson

Representative's Title Board President

Signature Chris Johnson Date 8-10-20

Organization Thrive

Organizational Representative Joy Millay

Representative's Title Executive Director

Signature Joy Millay Date 8-10-2020

Organization _____

Organizational Representative _____

Representative's Title _____

Signature _____ Date _____



Memorandum of Understanding Thrive and Family Matters

Introduction

Thrive and Family Matters enter into this Memorandum of Understanding (MOU) for the express purpose of providing educational and supportive opportunities for the families of students enrolled in Thrive.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School.

Family Matters is a 501(c)3 nonprofit organization whose mission is to “build stronger families in our community through information, education, interaction, and involvement.”

Thrive and Family Matters have jointly identified that a collaborative partnership will benefit the target demographics that Thrive and Family Matters seek to serve. The objective of this partnership is to provide services for Thrive’s students and their families by:

- Providing information and education on a range of parenting skills.
- Providing information to parents and families on local organizations and agencies that offer supportive services aimed at developing and maintaining healthy family units.
- Provide parent training opportunities.

Scope of Work, Roles, and Responsibilities:

Thrive and Family Matters agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Communicate with the parents/families of Thrive students the pertinent details of the family engagement/education event.
- Provide the place for the family engagement/educational event to take place.

Family Matters will:

- Engage parents/guardians and family members in activities and information regarding a range of parenting skills.
- Facilitate the dissemination of information regarding other resources that are available to offer supportive services aimed at developing and maintaining healthy family units.

These family engagement/education events will be provided a minimum of twice during each academic year, with a potential for other events depending on the needs of the parents/families of Thrive students.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.
- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with Family Matters, if any staff or volunteers work directly with students.
- All staff and volunteers associated with Family Matters will comply with Thrive's safety policies. Thrive will provide copies of said policies to Family Matters.

Signatures

Organization Family Matters
 Organizational Representative President Kim Steele
 Representative's Title President
 Signature Kim Steele Date 8/6/20

Organization THRIVE
 Organizational Representative Chris Johnson
 Representative's Title Board President
 Signature Chris Johnson Date 8-10-20

Organization Thrive
 Organizational Representative Joy Millay
 Representative's Title Executive Director
 Signature Joy Millay Date 8-10-2020

Organization _____
 Organizational Representative _____
 Representative's Title _____
 Signature _____ Date _____



Memorandum of Understanding Thrive and Southwest Indiana STEM at USI

Introduction

Thrive and Southwest Indiana STEM at USI (SwISTEM) enter into this Memorandum of Understanding (MOU) for the express purpose of providing educational and supportive opportunities for the students enrolled in Thrive and their families.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. The SwISTEM program's purposes include "To support effective STEM education critical to the current and future economic vitality and quality of life in the state, region, and nation" and "To maintain supportive resources to help Indiana's K-12 schools build the capacity necessary to make immediate and sustained gains in delivery of STEM educational achievement for their students."

Thrive and SwISTEM have jointly identified that a collaborative partnership will benefit the target demographics that Thrive and SwISTEM seek to serve. The objective of this partnership is to provide services for Thrive's students by:

- Providing access to a wide range of STEM supplies to support and enhance STEM programming.

Scope of Work, Roles, and Responsibilities:

Thrive and SwISTEM agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Abide by the policies, procedures, and assurances as stated in the Southwest Indiana STEM Equipment Delivery Participation Form.

SwISTEM will:

- Provide access to available STEM equipment for student use during Thrive programming.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.
- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with SwISTEM, if any staff or volunteers work directly with students.

- All staff and volunteers associated with SwI STEM will comply will Thrive's safety policies. Thrive will provide copies of said policies to SwI STEM.

Signatures

Organization Southwest Indiana STEM Resource Center

Organizational Representative Allison F. Grabert

Representative's Title Director

Signature Allison Grabert Date 8/10/2020

Organization Thrive

Organizational Representative Joy Millay

Representative's Title Executive Director

Signature Joy Millay Date 8-10-2020

Organization _____

Organizational Representative _____

Representative's Title _____

Signature _____ Date _____

Organization _____

Organizational Representative _____

Representative's Title _____

Signature _____ Date _____



Memorandum of Understanding Thrive and Neighbor to Neighbor

Introduction

Thrive and Neighbor to Neighbor enter into this Memorandum of Understanding (MOU) for the express purpose of providing educational and supportive opportunities (focused on life skills with an emphasis on financial literacy) for the families of students enrolled in Thrive.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School.

The Neighbor to Neighbor Program, sponsored by the Community Emergency Assistance Board, a 501(c)3 nonprofit organization, uses a group process based on positive problem-solving techniques. Valuable life skills are taught in a holistic approach to setting and achieving personal goals. These are presented in a manner which engages class members at every session in a process of developing their own solutions while establishing a fellowship with their classmates.

Thrive and Neighbor to Neighbor have jointly identified that a collaborative partnership will benefit the target demographics that Thrive and the Neighbor to Neighbor seek to serve. The objective of this partnership is to provide services for Thrive's students and their families by:

- Providing information to parents and families on the Neighbor to Neighbor program.
- Providing the opportunity for the parents to enroll and participate in the Neighbor to Neighbor program.

Scope of Work, Roles, and Responsibilities:

Thrive and Neighbor to Neighbor agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Communicate with the parents/families of Thrive students the pertinent details of the family engagement/education event.
- Provide the place for the family engagement/educational event to take place.

Neighbor to Neighbor will:

- Facilitate the dissemination of information about the Neighbor to Neighbor program to parents/families of Thrive students during a family engagement evening event..
- Provide the opportunity for parents/families of Thrive students to enroll and participate in the Neighbor to Neighbor program.

This family engagement/education event will be provided a minimum of one time during the fall semester of each academic year, with a potential for a spring semester event depending on the needs of the parents/families of Thrive students.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.
- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with Neighbor to Neighbor, if any staff or volunteers work directly with students.
- All staff and volunteers associated with Neighbor to Neighbor will comply with Thrive's safety policies. Thrive will provide copies of said policies to Neighbor to Neighbor staff and volunteers.

Signatures

Organization CEAB
Organizational Representative Joyce Babillis
Representative's Title President
Signature Joyce Babillis Date 7/8/2020

Organization NEIGHBOR TO NEIGHBOR
Organizational Representative JAMES BARTLETT
Representative's Title LEAD FACILITATOR
Signature [Signature] Date 7/8/2020

Organization Thrive
Organizational Representative Joy Millan
Representative's Title Executive Director
Signature [Signature] Date 7-8-2020

Organization THRIVE
Organizational Representative Chris Johnson
Representative's Title Board President
Signature Chris Johnson Date 8-10-20



Memorandum of Understanding Thrive and the Alexandrian Public Library

Introduction

Thrive and the Alexandrian Public Library (APL) enter into this Memorandum of Understanding (MOU) for the express purpose of providing educational opportunities for Thrive students.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. The Alexandrian Public Library is a public library that serves the residents of Posey County and whose mission is “cultivating wonder, learning, and community.”

Thrive and the APL have jointly identified that a collaborative partnership will benefit the target demographics that Thrive and the APL seek to serve. The objective of this partnership is to provide services for Thrive’s students by:

- Providing programming to Thrive students on reading and literacy.

Scope of Work, Roles, and Responsibilities:

Thrive and APL agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Provide staff and volunteers to help conduct programming along with staff/volunteers of the APL.
- Provide any necessary materials for programming, as requested in advance by APL staff/volunteers.

The APL will:

- Engage Thrive students in activities and programming focused on reading and literacy

The APL will provide programming each semester on a scheduled determined by Thrive’s executive director and staff of the APL.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.
- In accordance with Thrive’s safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with the APL, if any staff or volunteers work directly with students.

- All staff and volunteers associated with the APL will comply will Thrive's safety policies. Thrive will provide copies of said policies to the APL.

Signatures

Organization Alexandrian Public Library
 Organizational Representative Merissa Priddis
 Representative's Title Director
 Signature Merissa Priddis Date 8/6/20

Organization THRIVE
 Organizational Representative Chris Johnson
 Representative's Title Board President
 Signature Chris Johnson Date 8-10-20

Organization Thrive
 Organizational Representative Joy Millan
 Representative's Title Executive Director
 Signature Joy Millan Date 8-10-20

Organization _____
 Organizational Representative _____
 Representative's Title _____
 Signature _____ Date _____



Memorandum of Understanding Thrive and the Mt. Vernon Fire Department

Introduction

Thrive and the Mt. Vernon Fire Department (MVFD) enter into this Memorandum of Understanding (MOU) for the express purpose of providing educational opportunities for Thrive students and providing First Aid and CPR training to Thrive staff and volunteers.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. The Mt. Vernon Fire Department provides quality emergency services to citizens and guests of Mount Vernon and also provides a variety of educational programs and fire prevention courses.

Thrive and the MVFD have jointly identified that a collaborative partnership will benefit Thrive students. The objective of this partnership is to provide services for Thrive's students by:

- Providing programming to Thrive students on fire safety and prevention.
- Providing opportunities for Thrive students to build positive relationships with local community authority figures.
- Providing First Aid and CPR training to all Thrive staff and volunteers.

Scope of Work, Roles, and Responsibilities:

Thrive and MVFD agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Provide staff and volunteers to help conduct programming along with staff/volunteers of the MVFD.
- Pay the MVFD a rate of \$25.00 per individual for First Aid and CPR training/certification.

The MVFD will:

- Conduct First Aid and CPR training for Thrive staff and volunteers.
- Engage Thrive students in activities and programming focused fire safety and fire prevention.
- Volunteer with Thrive programming on a schedule determined by Thrive's Executive Director and the MVFD's Fire Chief.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.

- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and volunteers associated with the MVFD, if any staff or volunteers work directly with students.
- All staff and volunteers associated with the MVFD will comply will Thrive's safety policies. Thrive will provide copies of said policies to the MVFD.

Signatures

Organization Mt. Vernon Fire Dept.

Organizational Representative Wes Dixon

Representative's Title Fire Chief

Signature [Signature] Date 8/7/2020

Organization THRIVE

Organizational Representative Chris Johnson

Representative's Title Board President

Signature Chris Johnson Date 8-10-20

Organization Thrive

Organizational Representative Joy Millay

Representative's Title Executive Director

Signature [Signature] Date 8-10-2020

Organization _____

Organizational Representative _____

Representative's Title _____

Signature _____ Date _____



Memorandum of Understanding Thrive and the Mt. Vernon Parks and Recreation

Introduction

Thrive and the Mt. Vernon Parks and Recreation department enter into this Memorandum of Understanding (MOU) for the express purpose of providing physical education and recreational opportunities for Thrive students.

Start Date

July 1, 2021

Completion Date

June 30, 2025

Description and Objectives of Project

Thrive is a 501(c)3 nonprofit organization that provides high-quality, holistic afterschool programming to students in Kindergarten through 8th grades from West Elementary and the Mount Vernon Junior High School. The Mt. Vernon Parks and Recreation department's mission is "to unify the community of Mt. Vernon and Black Township by providing diverse recreational opportunities, beautiful parks, attractive facilities, and innovative leadership for the enjoyment of our residents and visitors."

Thrive and the Mt. Vernon Parks and Recreation department have jointly identified that a collaborative partnership will benefit Thrive students. The objective of this partnership is to provide services for Thrive's students by:

- Providing programming to Thrive students on sports and physical education.

Scope of Work, Roles, and Responsibilities:

Thrive and Mt. Vernon Parks and Recreation department agree to the following regarding the scope of work, roles, and responsibilities for this collaborative partnership:

Thrive will :

- Provide staff and volunteers to help conduct programming along with staff/volunteers of the Mt. Vernon Parks and Recreation department.

The Mt. Vernon Parks and Recreation department will:

- Engage Thrive students in activities and programming focused various sports, recreation activities, and physical education.
- Provide the necessary sports and physical education equipment.

This programming shall take place on a schedule determined by Thrive's Executive Director and the Mt. Vernon Parks and Recreation Director.

Oversight and Terms of Agreement

- This MOU may be reviewed by both parties annually.
- Amendments to this MOU may be made with the mutual written agreement of both parties.
- In accordance with Thrive's safety policies, all individuals working with students shall have a criminal background check completed prior to beginning any work with students. Thrive will complete and maintain criminal background check records for all staff and

volunteers associated with the Mt. Vernon Parks and Recreation department, if any staff or volunteers work directly with students.

- All staff and volunteers associated with the Mt. Vernon Parks and Recreation Department will comply with Thrive's safety policies. Thrive will provide copies of said policies to the Mt. Vernon Parks and Recreation department.

Signatures

Organization Mt. Vernon Parks & Rec
 Organizational Representative Michael Harsbarger
 Representative's Title Parks Director
 Signature [Signature] Date 8/10/2020

Organization THRIVE
 Organizational Representative Chris Johnson
 Representative's Title Board President
 Signature [Signature] Date 8-10-20

Organization Thrive
 Organizational Representative Jay Millay
 Representative's Title Executive Director
 Signature [Signature] Date 8-10-2020

Organization _____
 Organizational Representative _____
 Representative's Title _____
 Signature _____ Date _____



21ST CCLC

APPENDIX 3—EQUITABLE PARTICIPATION OF NON-PUBLIC SCHOOL CONSULTATION FORM (2.5 POINTS)

☐ Check this box if there are no non-public schools within a 5 mile radius of each proposed programming site

<Applicant Name> met with <Non-Public School Name> on <Month/Date/Year> in consultation for participation in a 21st CCLC initiative in <City/County>

We hereby testify as indicated by the below signatures that appropriate consultation as described by Subpart 1 of Part E of Title VIII of the ESEA has occurred.

☐ Yes, we wish to participate

☒ No, we do not wish to participate

☐ Yes, we wish to participate and request further consultation

Vickie Wannemuehler Vickie Wannemuehler
Non-Public School Representative Signature

Gary Murray
Applicant Representative

[Signature]
Signature

I. PROJECT ABSTRACT

Thrive is a nonprofit organization whose mission is to enable every child in the Mt. Vernon community to reach their highest potential and be their truest self by providing afterschool programming that is holistic in its approach. Thrive's name is an acronym that stands for our core values: trust, honesty, respect, integrity, vision, and excellence.

Mt. Vernon is located in Posey County, a rural county at the southwestern tip of Indiana. The Metropolitan School District of Mt. Vernon serves children in the area with three elementary schools, one junior high school, and one senior high school.

Thrive serves students from West Elementary and the Mt. Vernon Junior High with an emphasis on at-risk youth. Students in Kindergarten through 8th grade are eligible to enroll in programming and, once a student ages out of the program, can continue to be a part of the Thrive family by choosing to return as a volunteer.

The areas served by West Elementary and the Mt. Vernon Junior High have numerous factors that put a significant number of children at risk for multiple adverse childhood experiences (ACEs) including high rates of poverty, drug use, high rates of child abuse and neglect, below average academic attainment, and scarce supportive resources.

Thrive works to preserve and enhance the welfare and safety of youth; provide a safe and enriching environment for our youth; address the social and emotional needs of our youth; and increase the academic attainment of our youth. Thrive works to meet these needs by providing:

- academic support and tutoring;
- opportunities for mentorship and relationship building;
- service learning opportunities;
- healthy, balanced snacks; and
- programs in which: (a) learning is experiential, play-based, and cooperative;

(b) open-ended questioning and discovery is promoted; (c) a sense of civic-mindedness is fostered; (d) students play an active role in the planning and development of programs and activities; (e) there is a strong sense of community and engagement among children and adults; and (f) there is respect for oneself, for one another, and for our environment.

Thrive employs the following strategies to achieve the intended outcomes:

programming that is evidence-based and developed around a holist model of child development; a close working relationship with the MSD of Mt. Vernon; numerous collaborative partnerships with a wide array of organizations and agencies; and competent and compassionate staff and volunteers. Thrive's intended outcomes include:

- increased academic achievement of youth;
- improved school behaviors of youth that lead to academic success;
- increased physical, mental, and emotional health of youth;
- increased pro-social behaviors of youth; and
- increased parent engagement with their child(ren)'s school work and school teachers/administration.

Thrive's most valued resources are its human resources: students, staff, volunteers, and partners. All of our work is an investment in these individuals who make up our community because we hold that society as a whole benefits when every person is able to thrive as a unique individual.

II. PROGRAM QUALIFICATION

Minimum Criteria

Thrive serves students from two of the schools in the Metropolitan School District of Mt. Vernon: West Elementary and the Mt. Vernon Junior High. West Elementary has a 66.8% Free and Reduced Lunch rate and the Mt. Vernon Junior High has a 40.5% Free and Reduced Lunch rate.

Origin of Partnership

In 2016, a group of local community leaders (including the West Elementary

principal, the Posey County Prosecutor, the Mt. Vernon Chief of Police, the pastor of Mt. Vernon First United Methodist Church, and the current Executive Director of Thrive) began meeting to discuss concerns about local youth. These concerns ranged from poor academic performance, to acts of juvenile delinquency, to the rising rates of poverty and drug abuse. From these initial meeting and concerns, the current Executive Director developed Thrive.

Thrive was designed to engage with students to impact not only students' academic development, but also the development of a set of core values. Thrive's name, therefore, not only represents the founders' hopes that youth would be able to do more than survive but to thrive in all aspects of their lives, but it is also an acronym that stands for our core values: trust, honesty, respect, integrity, vision, and excellence.

This origin naturally lent itself to a strong partnership between the MSD of Mt. Vernon, the Mt. Vernon Police Department, First UMC, and Thrive. From its inception, Thrive has worked closely with the administration of the MSD of Mt. Vernon and with the teachers and administration of both West Elementary and the Mt. Vernon Junior High School. Over the two and a half years that Thrive has been offering programming, the partnership and close working relationship between the MSD of Mt. Vernon and Thrive have facilitated Thrive's ability to positively impact the lives of our students and their families.

Priority Area

Thrive's priority area is STEAM. Science, technology, engineering, arts, and math have been a priority of Thrive's programming since our beginning. This is evidenced in our staffing (Thrive's Executive Director has, in addition to her MPA, a Bachelor of Science, and our Lead Program Staff has a Bachelor of Science in Biology) as well as our program objectives, performance measures, and our professional development. Evidence of success

in Thrive's STEAM programming is provided in Section VII: Evidence of Previous Success.

III. PRIORITY POINTS

Thrive qualifies for priority points under the following criteria: new applicant who has never received 21st CCLC funds and identified as a Rural and Low Income Applicant.

Thrive, established in 2016, is a new applicant who has never received 21st Century Community Learning Center funds. According to the Master Reap Eligibility Spreadsheet, the MSD of Mt. Vernon qualifies as a rural applicant as the district has a locale code of 41.

IV. NEED FOR PROJECT

Data Evidence

Thrive serves students in Kindergarten through 8th grade from West Elementary (West) and Mount Vernon Junior High (MVJH) in the Metropolitan School District of Mt. Vernon. Posey County was one of only ten counties in Indiana to be identified as a high poverty county as part of President Bush's 2001 committee on Health Centers Initiative and over the past decade has seen an increase in multiple poverty indicators (such as Free/Reduced Meal rates). Numerous sources of data demonstrate the need for afterschool program including the poverty rate, percentage of students who qualify for the Free/Reduced Meal program, income levels, and educational attainment rates.

Data Evidence: Student Achievement Data

Regarding academic achievement, both West and MVJH are below state levels for student growth in most areas. The Indiana Department of Education's website, INview, defines student growth as the "number of students on target to become proficient or maintain proficiency" in a given academic area. Data showing the levels of West and MVJH are included below in Table 1. This data, which shows that students at both West and the MVJH are achieving growth at a lower rate than the Indiana average, highlights the need for high-

quality afterschool services. The below-average growth in English/Language Arts (Table 1), coupled with the data showing Thrive students' above-average growth in STAR Reading scores (Table 12), demonstrates that Thrive is already impacting this community need.

Table 1			
	West Elementary	Mt. Vernon Junior High	Indiana
Percent of Students Showing Growth in English/Language Arts	43.3%	50.1%	52.3%
Percent of Students in the Lowest Quartile Showing Growth in English/Language Arts	29.2%	16.8%	33.6%
Percent of Students Showing Growth in Math	41.2%	44.8%	38.6%
Percent of Students in the Lowest Quartile Showing Growth in Math	16.7%	10.3%	17.1%

(Data for Table 1: INview, <https://inview.doe.in.gov/corporations/1065900000>)

As shown in Table 2, below, data from the U.S. Census Bureau reveals that the rate of individuals with high school diplomas, bachelor's degrees, and master's degrees in census tract 407 to be lower than the Posey County averages (88.5% v. 92.1% for high school diplomas, 14.5% v. 20.5% for bachelor's degrees and 5.1% v. 7.3% for master's degrees).

Table 2			
	West Elementary and Mt. Vernon Junior High School Areas (Census Tract 407)	Posey County	Indiana
High school diploma rate	88.5%	92.1%	87.2%
Bachelor's degree rate	14.5%	20.5%	23.2%
Master's degree rate	5.1%	7.3%	8.4%

(Data for Table 2: United States Census Bureau, <http://www.census.gov>)

Data Evidence: Student Demographics

Regarding income and poverty levels, data from the U.S. Census Bureau shows that the average median income in census tract 407 (which is served by West and the MVJH) is

only 81% of the U.S. median income and 67% of the Posey County median income (see Table 3). Also, for block group 3 of census tract 406 (also served by West and MVJH), the percent of households living at or below the poverty level is 47% and in block group 3 of census tract 407, the percent of households living at or below the poverty level is 41%.

Table 3			
	Census Tract 407 (served by West Elementary and the MVJH)	Posey County	Indiana
Average Median Income	\$39,087	\$58,051	\$48,248

(Data for Table 3: United States Census Bureau, <http://www.census.gov>)

As shown in Table 4, below, the Free/Reduced Meal rates at both West and MVJH have increased substantially over the past decade. This indicates that the average median income in households served by West MVJH have been declining steadily over the past ten years. Current financial and economic indicators imply that this trend will continue for the foreseeable future. Both Table 3 and Table 4 emphasize the need for high-quality afterschool programming that works closely with teachers and enhances school-day learning to provide the education and support necessary to impact the cycle of poverty.

Table 4		
	2010	2020
West Elementary Free/Reduced Meal Rate	41.4%	66.8%
Mt. Vernon Junior High Free/Reduced Meal Rate	32.7%	40.5%

(Data for Table 4: INview, <https://inview.doe.in.gov/corporations/1065900000> and the MSDMV

The MSD of Mt. Vernon is located in the southwestern-most county of Indiana. It is a rural area that has little diversity in ethnicity. West MVJH, however, are more ethnically diverse than the MSD of Mt. Vernon as a whole. This is shown below in Table 5.

Table 5			
	MSD of Mt. Vernon	West Elementary	Mt. Vernon Junior High
Asian	0.5%	0.2%	0.3%
Black/African American	2.0%	2.3%	5.1%
Hispanic	3.4%	4.8%	5.1%
Multiracial	3.7%	4.4%	4.0%
Native American	0.3%	0.4%	0.8%
White	90.1%	87.8%	84.8%

(Data for Table 5: INview, <https://inview.doe.in.gov/corporations/1065900000>)

Data Evidence: Student Behavioral Data

According to data from the Indiana Department of Education’s website, INview, West has disciplinary rates that are fairly typical of an elementary school. MVJH, however, has rates of in-school suspensions, out-of-school suspensions, and expulsions that are dramatically higher than both the state of Indiana and the MSD of Mt. Vernon as a whole. In one metric (in-school suspensions) MVJH has a rate that is more than twice the rate of the MSD of Mt. Vernon and more than thrice the rate of Indiana. Overall, the MSD of Mt. Vernon reported a total of 493 “safety and disciplinary incidents” of which West accounted for 11 and the MVJH accounted for 318.

Table 6				
	Indiana	MSD of Mt. Vernon	West Elementary	Mt. Vernon Junior High
In-School Suspensions	4.8%	6.2%	0.0%	19.0%
Out-of-School Suspensions	6.3%	6.2%	0.8%	12.5%
Expulsions	0.2%	0.5%	0.0%	0.4%

(Data for Table 6: INview, <https://inview.doe.in.gov/corporations/1065900000>)

While the rate of students graduating in four years from the MSD of Mt. Vernon is slightly higher than the state average (88.8 % v. 86.4%) the diploma strength metric is lower for the MSD of Mt. Vernon (67.5% v. 70.8%). The term “diploma strength” is defined by the Indiana Department of Education on the INview website as “completed requirements of

Indiana CORE 40 diploma” that “did not receive a waiver from any graduation requirements.” Of those individuals who do not graduate in four years, the MSD of Mt. Vernon has a higher dropout rate than the Indiana state average (7.7% v. 5.9%). Additionally, students in the MSD of Mt. Vernon identified as economically disadvantaged graduated in four years at a lower rate (82.1%) than either the MSD of Mt. Vernon average or the Indiana state average.

Current Programming

There are very limited options for out-of-school time programming in Mt. Vernon. The Learning Center and YCare are the only two organizations, aside from Thrive, that offer afterschool programming. However, both the Learning Center and YCare charge a fee which makes it inaccessible to the majority of West students and families. Also, the Learning Center only serves children up to 12 years of age, and YCare only serves elementary students. Thrive, therefore, is the only program that serves students through 8th grade and the only program that does not charge any fees for our services. Because of the limited number of programs, and Thrive’s reputation for high-quality programming and exceptional staff, Thrive maintains a substantial waiting list of students who wish to enroll in the Thrive.

Enhance or Expand

The program’s name is Thrive, which provides high-quality, holistic afterschool programming for students in Kindergarten through 8th grade from West Elementary and the Mt. Vernon Junior High. Thrive provides programming Monday through Friday during the academic year which begins directly afterschool until 5:20 p.m. (Start time is 2:50 p.m. for students from West and 3:15 for students from the MVJH.) Thrive will serve a minimum of 42 students who qualify as Regularly Attending Participants (RAPs).

21st CCLC funding will be used to both enhance and expand Thrive’s current

programming. Regarding expansion, the number of students Thrive has been able to serve each year has previously depended on the amount of funding Thrive has been able to secure as well as the number of staff and volunteers Thrive has been able to maintain. The stability of 21st CCLC funding, coupled with the intervening four years to focus on developing Thrive's long-term stability, will allow Thrive to expand the number of students we are able to serve on a long-term basis.

Regarding enhancement, the quality of programming is directly affected by the ratio of students to staff/volunteers and well as the amount of time available to staff to thoroughly plan each day's programming components. Thrive's main priority for 21st Century funding is to increase not only the number of staff, but also the amount of hours for each staff. The number of staff, coupled with Thrive's solid base of volunteers, will allow each student more direct access to individual staff/volunteer attention as well as smaller group sizes for programming components. As mentoring activities have been well documented in research to have positive impacts on youth's academic achievement as well as social-emotional development, small student to staff/volunteer ratios will substantially enhance all aspects of Thrive's programming.

The quality of a program is not dependent merely on the quality of the curriculum being utilized, but also on the ability of the staff to be comprehensively familiar with the content and thoroughly prepared to facilitate it. The utilization of 21st CCLC funding to expand the number of working hours available to Thrive's program staff (the Program Lead, the Program Staff, and the Program Assistants) will allow for the highest quality facilitation of our evidence-based curriculum. Additionally, the ability to provide professional development for staff and volunteers will allow for a thorough understanding and utilization

of best practices in the field of out-of-school time.

Identified Needs

As discussed previously in Section II: Program Qualification/Origin of Partnership, a group of local community leaders began meeting in 2016 to discuss concerns about local youth. These concerns ranged from poor academic performance, to acts of juvenile delinquency, to the rising rates of poverty and drug abuse in the community. The initial thoughts of these community leaders was that some sort of services were needed for afterschool hours. To verify this, a needs assessment was conducted with students from West and MVJH. The needs assessment was developed by the current executive director of Thrive and was administered to students by teachers through an arrangement with the MSD of Mt. Vernon. The needs assessment measured numerous areas including students' likelihood of attending an afterschool program, barriers that might prevent them from attending, factors that might make them more likely to attend, needs that an afterschool program could address, as well as students' views on academics and levels of support throughout the community.

Part of the assessment process included parents. Thrive involved parents to determine how programming could meet the needs of parents (and the needs of students), including days and times of programming, location, transportation, and specific services.

From this information, Thrive's programming was developed based on a holistic model of child development to include intellectual, physical, social, emotional, and moral development. These areas of development are pivotal enough that they formed the core values for which the name Thrive is an acronym: trust, honesty, respect, integrity, vision, excellence.

Many of Thrive's partners were instrumental in assessing the needs of the students and community as well as in developing the services created to meet those needs. The MSD

of Mt. Vernon was instrumental in providing access to students and parents to complete the needs assessment. Once the community needs were well established through research, partners such as Willow Tree of Posey County, First UMC, the MVFD, the MSD of Mt. Vernon, and others helped identify and develop the services to address those needs.

V. PARTNERSHIPS

Project Collaborations

Our partnerships are strategically developed and designed to ensure and enhance the quality of Thrive's programming and our alignment to the Indiana Afterschool Standards as well as Indiana Academic Standards. Through our partnerships, we are better able to meet all of the Indiana Afterschool Standards categories as well as the English/Language Arts (grades K – 8), Mathematics (grades K – 8), and Science (grades K – 8) Standards of the Indiana Academic Standards.

Since its inception, Thrive has placed a strong emphasis on the development and maintenance of community collaborations. Our ability to make measurable impact has always been contingent on these valuable partnerships. Listed below are the organizations, agencies, and groups with whom Thrive partners and basic information about those partnerships.

- The Metropolitan School District (MSD) of Mount Vernon – The MSD of Mt. Vernon provides transportation for students to Thrive. Thrive (with signed permission forms from students' parents/guardians) communicates directly with students' teachers to provide services that are individualized and complement the students' academic programming. The signed permission also allows the MSD and Thrive to share data.
- Mount Vernon First United Methodist Church (First UMC)– First UMC acts as Thrive's fiscal sponsor for our 501(c)3 nonprofit status. Additionally, First UMC provides the facilities for Thrive's programming as well as office space for Thrive's staff.
- Civil Air Patrol (CAP) – Thrive is registered with CAP as an Aerospace Connections in

Education (ACE) program and all current Thrive staff are Aerospace Education Members (AEM). Being an ACE program with AEM staff provides Thrive with unique curriculum and equipment related to STEM, aerospace, and leadership. Members of the CAP River City Squadron and members of the P-47 Chapter of the Air Force Association regularly teach lessons to Thrive students.

- The International Department of the University of Southern Indiana (USI) – International students attending USI from countries around the world volunteer with Thrive’s programming and provide programming on their home countries and cultures.
- Willow Tree of Posey County – Willow Tree’s executive director provides/assists with programming on a weekly basis and provides family engagement/educational opportunities based on the curriculum *Safe Dates*.
- Family Matters of Posey County – Family Matters provides family engagement/educational opportunities focused on a variety of parent education topics.
- Southwest Indiana STEM at USI (SWI STEM) – The partnership provides access to a wide range of STEM supplies and equipment.
- Neighbor to Neighbor – Neighbor to Neighbor provides family engagement/educational opportunities focused on financial literacy.
- The Alexandrian Public Library – The library provides programming on literacy and to promote a love of reading/learning.
- The Mt. Vernon Fire Department (MVFD) – The MVFD provides annual programming to Thrive students related to fire and personal safety. The MVFD also volunteers with Thrive programming on a regular basis to build positive relationships between students and local authority figures.
- The Mt. Vernon Parks and Recreation Department (P&R) – P&R provides programming for Thrive students in physical fitness and sports.

Identifying Partners

All of the previously mentioned community partnerships (except Family Matters and Neighbor to Neighbor) have been in existence for a minimum of one to three years. For this application, Thrive communicated with each of these partners to discuss and reaffirm the details of these partnerships within the context of becoming a 21st Century CCLC. Regarding

the new partnerships with Family Matters and Neighbor to Neighbor, these partners were identified because of their reputation in the community for positively impacting families that match the demographics of Thrive's target student population. More details on how each partner will help meet the needs and goals of the program are included in the MOUs.

Volunteers

Thrive recruits volunteers from across the community to provide a broad range of knowledge and experience that positively impact our students and help Thrive meet our programming needs and goals. Thrive has gained volunteers through the local school system, the local Community Foundation, area churches, word of mouth, and also from high school students who were previously Thrive students. These volunteers' wide-ranging knowledge and experience include educational experience (from current and retired teachers), life and professional experience (social workers, speech language pathologists, business professionals, local authority figures, and others), as well as the youth, energy, and relatability of high school students.

All adult volunteers have a background check completed prior to beginning their volunteer services and are thoroughly vetted through an application process including personal references.

VI. PROGRAM DESIGN

Recruitment Criteria

Two schools within the MSD of Mt. Vernon are served by Thrive: West Elementary and the Mt. Vernon Junior High. The basic criteria for enrollment in Thrive is that students are enrolled in either West Elementary or the Mt. Vernon Junior High and a minimum of 60% of enrolled students are considered at-risk (Thrive defines at risk as qualifying for Free and Reduced Meals).

The process for recruiting students is facilitated by Thrive's close working relationship with the MSD of Mt. Vernon and the individual schools. In 2016, prior to the start of Thrive's services in January 2017, Thrive conducted a needs assessment with students at West and MVJH that was developed by Thrive but administered by teachers. Initial information and registration forms were also sent home with all students through the schools. Since then, Thrive has used a similar process each academic year: information and forms are sent home to families through the schools, the families return the forms to the schools, and Thrive staff pick up the forms from the school office.

Thrive's policy is that any student who was enrolled for the previous academic year has priority to re-enroll for the upcoming academic year. Any remaining openings are then filled from Thrive's waiting list or through consultation with school staff. Teachers and other staff can refer children who are educationally and economically disadvantaged either by contacting Thrive directly or by contacting the student's parents/guardians and giving them information regarding Thrive. Students have been referred to Thrive by West teachers as well as the counselor and principal and by MVHJ's counselor.

Additionally, Thrive frequently has gained students through word of mouth (both from parent/guardian to parent/guardian as well as from student to student) and from Thrive's social media account.

Community Data

Data from numerous sources, in various categories, all demonstrate the need within the community for Thrive's services as a 21st CCLC. Tables 7, 8, and 9, below, demonstrate the need for services and highlights the lack of availability of services in Posey County.

As outlined in Table 7, below, the rate of children identified as Children in Need of Services, or CHINS, in Posey County is nearly double the average rate within Indiana (41. v.

21.8). The rate of child abuse and neglect in Posey County is also approaching double the average rate within Indiana (29.9 v. 17.2).

Regarding the availability of mental health providers, the average within Indiana is one provider for every 670 residents. In Posey County, however, the rate is one provider to 8,530 residents. There are also substantially more special education students in Posey County than the average in Indiana (20.3% v. 14.9%). Additionally, there are eight child care homes and child care centers in the entire county, while the average county in Indiana has 36.

The above average need, coupled with the below average availability of services, demonstrates the staggering need for accessible, high-quality afterschool services in Posey County.

Table 7		
	Posey County	Indiana
Children in Need of Services (CHINS) Rate per 1,000 Children Under Age 18	41.6	21.8
Child Abuse and Neglect Rate per 1,000 Children Under Age 18	29.9	17.2
Ratio of Population to One Mental Health Provider	8,530:1	670:1
Special Education Students	20.3%	14.9%
Number of Child Care Centers and Child Care Homes	8	3322

(Data for Table 7: Indiana Youth Institute, <https://www.iyi.org/county-snapshots/>)

Drug use in Posey County in general, and the city of Mt. Vernon in particular, is a problem that has been on the rise over the years as healthy economic indicators have decreased. Thrive also works cooperatively with the Posey County Department of Child Services as many children have open cases due to parental drug use.

Table 8		
	Mt. Vernon Police Department	Posey County Drug Task Force
Drug related arrests 2019	26	47

(Data for Table 8: Mount Vernon Police Department)

Educational attainment rates and median income are other community wide data that demonstrates the need for Thrive’s services. Mt. Vernon has a dropout rate that is above the Indiana rate, and Mt. Vernon’s rate of diploma strength and number of individuals obtaining bachelor’s degrees are below the state average. The Mt. Vernon community served by West and MVJH also have lower than the state average median income and rates of Free/Reduced Meals that have increased substantially over the past decade.

Table 9		
	Mt. Vernon	Indiana
High School Dropout Rate	7.7	5.9
Diploma Strength	67.5	70.8
Bachelor’s Degree	14.5	23.2
Average Median Income	\$39,087	\$48,248

(Data for Table 9: InView, <https://inview.doe.in.gov/corporations/1065900000> and United States Census Bureau, <http://www.census.gov>)

Parental Involvement

Familial involvement and wellbeing is an important component of Thrive’s work. Thrive’s child release policy allows frequent direct communication between Thrive staff and students’ parents, guardians, and other family members. This communication helps build a sense of partnership between Thrive staff and students’ families.

One issue that often prevents parents from being actively involved in their child’s homework is the parent’s fear that they do not understand even elementary work. Numerous times parents have made comments to Thrive staff about the “new math” or the “new way they’re teaching things these days.” While this is often in reference to math techniques such as the “box method” of multiplication, the fear can extend to any subject. To address this, Thrive hosts periodic “Parent Homework” evenings. Thrive staff works with MSD teachers to determine what concepts will be introduced in the immediate future and then, during the “Parent Homework” evening, Thrive staff introduce and teach those concepts to parents so

that when their children begin learning them in school, the parents feel more confident in going over the homework/schoolwork with their child.

In addition, Thrive hosts regularly scheduled “Family Night” events to also promote parental involvement, family literacy, and other educational activities. For each “Family Night” event, staff from well-respected local organizations provide educational activities, resources, and information on a range of topics focused on healthy families. These organizational partners, as outlined in the Memorandums of Understanding, include Willow Tree of Posey County, Family Matters, and the Neighbor to Neighbor program.

Snack

Thrive provides a daily snack to our students. Thrive’s snacks exceed the requirements and standards of both the U.S. Department of Agriculture (USDA) and the Indiana Department of Education Office of School and Community Nutrition. The USDA, for the Child and Adult Care Food Program (CACFP) requires that a snack consists of two of the following five components: fluid milk, meat/meat alternative, vegetables, fruits, and grains. Thrive offers students four or five components each snack, and each component meets or exceeds the minimum serving amount.

Since beginning programming in 2017, Thrive’s snacks have been funded through local foundations (such as the Posey County Community Foundation and the Vectren/CenterPoint Foundation) as well as through donations and fundraisers. Thrive will continue to use these funding sources to provide snacks as a 21st CCLC.

Weekly Schedule

Thrive’s weekly schedule is outlined in Table 10, below. The schedule is the same for each weekday, Monday through Friday. The only difference between the schedule for elementary students and junior high students is in the start time as elementary students arrive

at 2:50 p.m. and junior high students arrive at 3:15 p.m.

Table 10	
<p>2:50 – 3:30 p.m. (K-5th grades)</p> <p>3:15 – 3:30 p.m. * (6th-8th grades)</p> <p>* junior high students arrive later due to later school dismissal</p>	<p><u>Activity name:</u> Unstructured Programming</p> <p><u>Programming specifics:</u> During unstructured programming, students are encouraged to make positive choices in how they utilize their time. Students may engage in a variety of activities (reading, coloring, individual play, working on a project, a basketball game, a board game, imaginative play, or other activity). During unstructured programming time, staff/volunteers engage with and help students as appropriate.</p> <p>Unstructured programming (1) allows students to build positive relationships with adults and other students in a casual, less structured setting, (2) provides opportunities for staff/volunteers to model healthy interpersonal skills (such as conflict resolution), (3) encourages students to make healthy, positive choices regarding the use of their time, and (4) allows students time to decompress after the school day in ways that are most beneficial to each individual student.</p>
<p>3:30 – 3:50 p.m. (all grades)</p>	<p><u>Activity name:</u> Snack</p> <p><u>Programming specifics:</u> Students will be provided with healthy, fresh, balanced, nutritious snacks that meet the guidelines of the U.S. Department of Agriculture and the Indiana Department of Education Office of School and Community Nutrition. During snack, students will have access to fresh fruits, fresh vegetables, and other healthy food that may otherwise not be available to them.</p>
<p>3:50 – 4:30 p.m. (all grades)</p>	<p><u>Activity name:</u> Structured Programming</p> <p><u>Programming specifics:</u> During structured programming, students engage in a structured, preplanned activity aimed at encouraging growth and development. These structured activities focus on a different area, depending on the day. These focuses include: science, technology, engineering, and math (STEM), fine arts, literacy, community development, and personal development.</p> <p>Structured programming (1) encourages growth and development in a wide range of academic and personal areas, (2) introduces students to new concepts and ideas, (3) increases the students' interest in and knowledge of a specific academic area, (4) increases self-awareness, self-confidence, self-development, and (5) increases the students' sense of belonging to and responsibility toward the community.</p>

4:30 – 5:10 p.m. (all grades)	<p><u>Activity name:</u> Homework/Academic work</p> <p><u>Program specifics:</u> During homework time, students will be provided with support to complete homework assignments and/or studying. After a student's homework and/or studying has been completed, each student will spend time working on individualized math facts/enrichment. Thrive staff will communicate with each student's math teacher to ascertain that the math facts/enrichment is individualized in alignment with the student's current in-school programming.</p>
5:10 – 5:20 p.m. (all grades)	<p><u>Activity name:</u> Unstructured Programming</p> <p><u>Programming specifics:</u> This portion of unstructured programming time will be used to meet the individual needs of the students for that particular day (in addition to the outlined program specifics of the Unstructured Programming time that begins each afternoon of programming). Students who have homework that they were not able to complete during the homework time, for example, can receive extra assistance if they wish. Students can make the same choices of activities as mentioned above to decompress as a transition from afterschool time to time at home. Staff and volunteers will engage with and assist students as appropriate.</p>

Alignment to Standards

Thrive utilizes numerous strategies to ascertain that programming aligns with both the Indiana Afterschool Standards, the Specialty Standards, and Indiana Academic Standards. These strategies include (1) the involvement of our community partnerships; (2) staff and volunteer education on the standards; (3) our close working relationship with the MSD of Mt. Vernon; (4) the utilization of evidence-based curricula; and (4) our intentional development of a culture that values each person – student, family member, staff, and volunteer – as a unique individual with inherent value and worth. The examples below, while clearly not exhaustive, are indicative of the strategies Thrive employs to ensure how each component of our programming aligns with various standards.

- Structured programming:
 - Our partnership with SwISTEM and the Civil Air Patrol enables us to meet Indiana Afterschool STEM Standard 2a, 2b, 2c, 2d, and 2e for STEM. These standards address STEM resources, equipment, and supplies to support STEM learning, and are met by the aforementioned partnerships by ensuring Thrive students have access to age- and developmentally-appropriate materials that support STEM learning and that there is an adequate amount of materials per student that are well maintained and safe.
 - Thrive's professional development strategies as well as our partnerships (with the MSD of Mt. Vernon, SwISTEM, the CAP, the Alexandrian Public Library) facilitate our alignment with Indiana Afterschool STEM Standard 4: staff receive professional development that increases their confidence and ability to facilitate STEM learning. Being an Aerospace Education Member of the CAP specifically positions us to excel at standard 4d: "Staff learn real work application of STEM" by engaging staff and students with a wide range of professionals in the field of aerospace.
 - Evidence of Thrive's ability to meet Indiana Afterschool Standard 5: "Activities inspire and engage youth in STEM learning" is demonstrated in the fact that, during the 2019-2020 academic year, our students completed twice the planned number of AEM lessons because the students in the 3rd-5th grade group requested to do their lessons as well as the K-2nd grade lessons, and the K-2nd grade group requested to do the 3rd-5th grade lessons as well as their own. This required some modification of the lessons so as to ensure that they were age- and developmentally-appropriate, but the staff considered the extra work to be well worth the benefit of seeing the level of excitement in the students.
- Homework/Academic Work:
 - When students' homework is complete, they work on individualized math fact/enrichment activities. These have been developed per grade level according to Indiana Academic Standards (i.e. Standard 2.CA.1: add and subtract fluently within 100 and Standard 3.C.6: demonstrate fluency with multiplication facts and corresponding division facts of 0 to 10, etc.). Each student's level is determined by direct communication with the student's teacher.
 - The homework/academic work component meets the Indiana Afterschool Standard: Programming and Activities Standard 13: "programs are intentional about supporting and accelerating student learning." The way this programming component is structured meets Standard 13 a, b, c, d, e, and f.

- Unstructured Programming:
 - This programmatic component, by design, addresses numerous Indiana Afterschool Standards such as Programming and Activities Standard 16: “Children and youth can choose from a wide variety of activities.” This includes active, physical play (Standard 16a), creative and dramatic play (Standard 16b), quiet activities and socializing (Standard 16c), and activities that promote basic skills and higher-level thinking (Standard 16d).
 - Although all of the Indiana Afterschool Human Relations Standards (standards 1-9) are intertwined throughout every aspect of Thrive, it is often during the unstructured programming component that staff and volunteers are most able to focus heavily on these standards.

Staff Recruitment and Retention

Thrive’s most valuable resources are its human resources: students, staff, and volunteers, and partners. Therefore, Thrive places heavy emphasis on recruitment and retention. Inclusivity is part of Thrive’s code of ethics, stating, “We will welcome, support, and care for all children regardless of any distinguishing category.” Just as Thrive is dedicated to providing a place that cares about and supports each and every child regardless of race, gender, socioeconomic status, religion, or any other distinction, we seek staff and volunteers who have the abilities and qualities to positively impact our students, regardless of the staff or volunteer’s race, gender, socioeconomic status, religion, or any other distinction. Regarding recruitment and retention of staff and volunteers, Thrive utilizes several strategies as outlined below:

- Competitive pay – All staff are paid at rates that are competitive with rates throughout the state and are highly competitive in the local area.
- Training and professional development –
 - Any training and professional development that is required for all staff (such as CPR and First Aid, Stewards of Children, and training on best practices) will also be made available to all volunteers

- Staff will be involved in selecting training and professional development in content areas in which staff have interest. These will also be made available to all volunteers.
- Maintaining a small student to staff/volunteer ratio – Small student to staff/volunteer ratios have numerous benefits, for students as well as for staff and volunteers. Thrive’s ideal student to staff /volunteer ratio is 1:5, regardless of the age of the youth. This allows for the development of positive, supportive relationships between students and staff/volunteers as well as among staff/volunteers.
- Recruitment – Thrive works to recruit staff and volunteers through a range of mediums in as large a geographical area as feasible not only in Mt. Vernon and Posey County but also in neighboring areas such as Evansville and Vanderburgh County. This allows Thrive to access a more diverse field of candidates for both staff and volunteers.

Table 11	
Staff Title	Hourly Rate
Executive Director/Program Director/Site Coordinator	\$29.00
Program Lead	\$19.00
Program Staff	\$15.00
Program Assistant	\$11.00

VII. EVIDENCE OF PREVIOUS SUCCESS

Thrive has been offering high-quality, holistic afterschool programming since January 2017. Thrive has always maintained a substantial waiting list of students wanting to enroll in the program. Even without advertising our services, Thrive has had a student waiting list ranging from 3 to 12 students at any given point. As Thrive has never charged any fees to any of our students/families, our ability to expand capacity to meet the need within the community has been limited by funding and staffing. The number of students we have been able to serve has been determined by the amount of funding Thrive has been able to secure for that particular academic year as well as the number of regular volunteers who are able to assist with programming. Funding from the 21st Century CCLC program will

allow Thrive to expand our capacity to meet more of the sizeable need within the community.

In 2019, Thrive became a registered Aerospace Connections in Education (ACE) program of the Civil Air Patrol (CAP). Thrive staff also joined CAP as Aerospace Education Members (AEM). This provided Thrive with unique access to curriculum and supplies in aerospace, STEM, and leadership. Combined with our partnership with the River City Cadet Squadron as well as the P-47 Memorial Air Force Association, our program won national recognition from CAP. Out of 517 schools registered as ACE programs across the nation, Thrive was chosen for the 2019-2020 Collaborative Point of Light Award.

Table 12, below, lists evidence of previous successes since Thrive began offering programming in January of 2017.

Table 12	
2016-2017 Academic year, Spring Semester	<ul style="list-style-type: none"> • Thrive served 40 unique individuals. • Students were enrolled for either 3 days per week or 5 days per week. (Several students had previously been enrolled in the Lights On After School program at West Elementary which offered limited programming to students in 2nd through 5th grades twice a week. These dually enrolled students attended Thrive three days a week while all other students attended five days a week. The Lights of After School program was discontinued after the 2016-2017 academic year.)
2018-2019 Academic year	<ul style="list-style-type: none"> • Thrive students averaged a 1.2 year improvement in literacy as per data analysis of STAR Reading grade equivalent data. • The Thrive student who completed 8th grade the previous year returned to Thrive as a student volunteer to work with the elementary students. • Per surveys completed by teachers through a program evaluation: <ul style="list-style-type: none"> - 100% of teachers responded that their student(s) benefit from being in Thrive;

	<ul style="list-style-type: none"> - 89% of teachers responded that direct communication between themselves and Thrive staff is beneficial for their student(s); - 78% of teachers reported a positive change in their student(s) homework completion; - 67% of teachers reported a positive change in their student(s) overall interest in learning. - 56% of teacher reported a positive change in their student(s) behaviors. <ul style="list-style-type: none"> • Per surveys completed by students through a program evaluation: <ul style="list-style-type: none"> - 76% of students agreed with the statement “being in Thrive helps me do better at school.” - 100% of students agreed with the statement “I feel safe and cared for at Thrive.” - In response to the question, “how supported to you feel by Thrive staff and volunteers?” 88% reported feeling “very supported” and 22% reported feeling “somewhat supported.” <ul style="list-style-type: none"> • Per surveys completed by parents/guardians of Thrive students: <ul style="list-style-type: none"> - 100% of parents “strongly agreed” with the statement “Thrive is a safe place for my child(ren) to work, learn, and have fun.” - 100% of parents “strongly agreed” with the statement “Thrive staff and volunteers help my child(ren) understand and complete their homework.” - 100% of parents agreed that their child(ren) benefit from participating in the structured programs such as science experiments, the literacy program, and fine arts program. - 100% of parents stated they would recommend Thrive to other parents. <ul style="list-style-type: none"> • Thrive served 34 unique individuals during the 2018-2019 academic year and also maintained a waiting list of students wanting to enroll in the program. <ul style="list-style-type: none"> • The average attendance was 90 days per student.
2019-2020 Academic year	<ul style="list-style-type: none"> • Thrive was awarded the national <u>Collaborative Point of Light Award</u> from the Civil Air Patrol for our programming in STEM, aerospace, and leadership as well as our collaboration with the River City Squadron of the Civil Air Patrol and the P-47 Memorial Chapter of the Air Force Association. * • Thrive served 31 unique individuals and also maintained a waiting list of students wanting to enroll in the program.

	<ul style="list-style-type: none"> • Even with having to close Thrive eight weeks early due to COVID-19, the average attendance was 76 days per student for the 2019-2020 academic year. • The three Thrive students who completed 8th grade the previous year all returned to Thrive as student volunteers to work with elementary students. The student who was in 8th grade during the 2019-2020 year has completed a student volunteer application to return during 2020-2021 as a student volunteer to work with elementary students.
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* Details regarding this award can be found at the following link:

https://www.gocivilairpatrol.com/media/cms/2020_National_ACE_Award_Winners_THR_33AE9255933AE.pdf

VIII. PROGRAM IMPLEMENTATION

Evidence Based Programming

To ensure that our programming is able to make positive impacts on our students and their families, Thrive utilizes evidence based programming and best practices in all of areas of our programming. Thrive uses a hybrid of curricula: LitART's WERD After School Writing curriculum; LitART's Litamatics curriculum; the Sounds First literacy curriculum; the Civil Air Patrol's Aerospace Connections in Education STEM curriculum.

According to research data, the LitART curricula demonstrably builds literacy skills. Through a variety of assessment techniques (including student surveys, curriculum embedded vocabulary assessments, and rubrics) research on the LitART curricula found:

- 77% of students improved reading fluency
- 91% of students increased reading comprehension
- 96% of students increased their vocabulary
- 87% of students improved their presentation skills
- 93% of students enjoy reading more than prior to engaging in the curricula
- 85% of students improved their writing skills

LitART WERD Writing curriculum is utilized with all Thrive students, in a group setting, during the structured programming component of programming on days focused on

writing, fine arts, and literacy.

Research on the Sounds First literacy curriculum has showed significant gains in numerous components of literacy such as (1) letter-word identification, (2) passage comprehension, (3) reading fluency, and (4) spelling. It also has data showing positive gains specifically with children who have language learning disabilities. The inclusion of this curriculum is important for Thrive due to the above-average percentage of special education students (as evidenced in Table 7).

The Sounds First literacy curriculum is utilized with all Kindergarten and 1st grade students, and with students in other grades who are below grade-level in literacy. This curriculum is carried out one-to-one or in small groups of no more than three students. The Sounds First literacy curriculum is used three of the four components of Thrive's programming (the exception being the snack time component).

The Civil Air Patrol's Aerospace Connections in Education (ACE) curriculum, built on evidence-based learning techniques and concepts, exposes students to a wide variety of topics and concepts in science, technology, engineering, math, aerospace, personal development, and leadership.

The Civil Air Patrol's ACE curriculum is utilized with all students, in a group setting, during the structured programming component on days focused on STEM.

Research has been conducted on all components of the LitART Litamatics curriculum (each curriculum component having a minimum of two separate studies conducted). All of the components utilized by Thrive meet the qualifications under the Every Student Succeeds Act (ESSA) as level 1 evidence-based or level 2 evidence-based.


The LitART Litamatic curriculum is utilized as indicated for the math enrichment

portion of the homework/academic work component of programming and is also utilized with all students, in small group settings, during the structured programming component on days focused on mathematics.

Table of Objectives, Activities, Performance Measures, and Assessment Strategies

Program Goals	Program Objectives	Program Activities	Performance Measures	Assessment Strategies
Improve academic achievement	1) Increase reading achievement among regular participants 2) Increase mathematics achievement among regular participants 3) Improve school behaviors that lead to academic success.	1. Sounds First Literacy curriculum, LitART WERD curriculum, Litamatics curriculum, CAP ACE curriculum 2. Homework assistance and tutoring 4. Structured programming focused on STEM, fine arts, and literacy	1) 60% of regularly participating students in 1st - 8th grade will earn a B or Better or improve their ELA grade from fall to spring. 2) 70% of regularly participating students in Kindergarten will earn a mark of "Mastery" on 80% of the Language Arts standards by spring. 3) 60% of regularly participating students in 1st - 8th grade will earn a B or Better or improve their math grade from fall to spring. 4) 70% of regularly participating students in Kindergarten will earn a mark of "Mastery" on 80% of the math standards by spring. 5) 60% of regularly participating students in 1st - 5th grade will increase their STAR score by 1.0 grade equivalent from fall to spring. 6). 60% of regularly participating students in 3rd - 8th grade will understand elements of the scientific process.	1) Student grades 2) Student grades 3) Student grades 4) Student grades 5) STAR Reading Assessment Scores 6) Teacher Survey

Improve Social and Behavioral Outcomes	<p>1) Increase/sustain good physical well-being, mental and emotional health</p> <p>2) Increased pro-social behavior</p>	<p>1. Structured programming focused on physical activities/sports.</p> <p>2. Structured programming focused on personal development.</p> <p>3. Unstructured programming activities with staff modeling conflict resolution and healthy interpersonal skills</p> <p>4. Service-learning opportunities/activities</p> <p>5. Snack time, promoting and serving fresh fruits and vegetables</p>	<p>1) 70% of 3rd- 8th graders will report eating vegetables at least twice a day on a regular basis.</p> <p>2) 70% of 3rd - 8th graders will report that they learned how to work in a team during the afterschool program.</p> <p>3) 70% of K - 8th grade parents will report that the afterschool program has helped their child make better decisions.</p> <p>4) 70% of K - 8th parents will report that the afterschool program helped their child get along with others.</p>	<p>1) Student Survey</p> <p>2) Student Survey</p> <p>3) Parent Survey</p> <p>4) Parent Survey</p>
Increase Family Involvement	<p>1) Increased parent engagement with child's school work</p> <p>2) Increased parent engagement with school teachers and administrators</p>	<p>1. Parent Homework evening events</p> <p>2. Family Night events</p> <p>3. Thrive communications and interactions with parents</p>	<p>1) 70% of K - 8th grade parents will report checking their student's homework on a daily basis.</p> <p>2) 60% of K - 8th parents will report communicating with their child's teacher at least once during the school year.</p>	<p>1) Parent Survey</p> <p>2) Parent Survey</p>

<div>  <div> Dr. Jennifer McCormick Superintendent of Public Instruction </div> </div> <div> DEPARTMENT OF EDUCATION Working Together for Student Success </div>				
21st Century Community Learning Centers Grading Scales Used By Program Site				
Site Name	For which grade levels is this scale used?	Grades (listed from highest to lowest)	Define the Grading Scale	Are students assessed on the same indicators during each grading period? (Yes, No, NA)
SAMPLE - Elementary School	K-2nd	E, M, P, N	E=Exceeding, M=Mastery, P=Progressing, N=Not Progressing	Yes
SAMPLE - Elementary School	3rd-5th	A, B, C, D, F	NA	NA
West Elementary School	K	+, -, NA	+ = Mastered, - = Not Mastered, NA = Not Applicable/Not Tested	NA
West Elementary School	1st - 5th	A, B, C, D, U	NA	NA
Mt. Vernon Junior High	6th-8th	A, B, C, D, U	NA	NA



Dr. Jennifer McCormick
Superintendent of Public Instruction

DEPARTMENT OF EDUCATION

Working Together for Student Success

21st Century Community Learning Centers

Performance Measures

Thrive

Thrive

Category 1: Academic Outcomes

1. **REQUIRED:** Provide one ELA grade measure and one math grade measure per grading scale (up to 4 measures)
2. Choose 2 additional measures from the following Focus Areas:

Focus Area: Academic Achievement

60% of regularly participating students in 1st - 8th grade will earn a B or Better or improve their ELA grade from fall to spring.

70% of regularly participating students in Kindergarten will earn a mark of "Mastery" on 80% of the Language Arts standards by spring.

60% of regularly participating students in 1st - 8th grade will earn a B or Better or improve their math grade from fall to spring.

70% of regularly participating students in Kindergarten will earn a mark of "Mastery" on 80% of the math standards by spring.

60% of regularly participating students in 1st - 5th grade will increase their STAR score by 1.0 grade equivalent from fall to spring.

60% of regularly participating students in 3rd - 8th grade will understand elements of the scientific process. *

Focus Area: Academic Habits

Category 2: Social/Behavioral Outcomes

Choose 2-4 measures from the following Focus Areas. You must include measures in at least 2 Focus Areas.

Focus Area: Healthy Choices

70% of 3rd- 8th graders will report eating vegetables at least twice a day on a regular basis.

Focus Area: Social/Emotional Learning

70% of 3rd - 8th graders will report that they learned how to work in a team during the afterschool program.

70% of K - 8th grade parents will report that the afterschool program has helped their child make better decisions.

70% of K - 8th parents will report that the afterschool program helped their child get along with others.

Category 3: Family Engagement Outcomes

Choose 2 measures from the following Focus Areas:

Focus Area: Involvement in Student's Education at Home

70% of K - 8th grade parents will report checking their student's homework on a daily basis.

Focus Area: Involvement with Student's School

60% of K - 8th parents will report communicating with their child's teacher at least once during the school year.

X. PROGRAM COMMUNICATION

Communication Plan

Communication is the very heart of Thrive's ability to provide services that provide continuity among the students' school day, afterschool programming, home life, and community life. Communication is outlined in our policies, procedures, and practices and is assessed in our annual program evaluation.

Thrive's communication with all levels of MSD of Mt. Vernon staff is enabled by Thrive's communication policy which parents/guardians sign each academic year providing "permission for Thrive to communicate directly with my child's teachers, school administration, and/or other school staff...regarding homework complete, grades, attendance, testing, or other issues related to my child's academic achievement."

Thrive's communication plan with individuals in each of the categories listed below (school leadership, school-day staff, community stakeholders, and families and participants) includes: (1) phone conversations/texts messages, (2) e-mail, (3) in-person meetings, (4) social media, and (4) written correspondence. This is an ongoing process with communication (1) before the start of each academic year, (2) toward the end of each academic year for the purposes of evaluation, and (3) regularly throughout the academic year so as to provide our students with the highest quality services possible.

Communication Plan: Applicable School Leadership

Thrive works closely with numerous individuals in school leadership within the MSD of Mt. Vernon, specifically the district superintendent; the principal and the counselor at West Elementary; the principal and the counselor at the Mt. Vernon Junior High; the principal and vice-principal at the Mt. Vernon High School; the director of transportation; the director of curriculum, grants, and testing; and the administrative assistance at the individual schools.

and the district office. These communications also provide Thrive access to student academic records to monitor objectives and provide statewide evaluation data.

Since Thrive began in 2016, many of the individuals in those positions have changed through retirement and other personnel changes yet Thrive's communication with individuals in those positions has remained strong.

Communication Plan: Applicable School-day Staff

Thrive communicates directly with teachers, teacher's aides, and administrative staff on a regular basis to align Thrive's programming within school efforts to support our students' success. Thrive and teachers communicate regarding individual students' homework completion, literacy and math levels, and other academic issues.

Communication Plan: Community Stakeholders

All of the aforementioned communication methods are utilized with community stakeholders including partners, funders, volunteers, and other stakeholders. Thrive works to actively include stakeholders in our programming so they have first-hand knowledge.

Communication Plan: Families and Program Participants

Thrive's child release policy provides Thrive staff with daily in-person communication with parents/guardians and other family members. This regular, direct communication builds positive, trust-based relationships between Thrive staff and students' families and often improves school-family communication.

21st Century CCLC Terminology

Thrive will identify itself as a 21st Century CCLC in its communications and marketing materials. The 21st Century logo will appear alongside Thrive's logo when Thrive's logo is used.

X. PROFESSIONAL DEVELOPMENT

Professional Development Plan



IDOE 21st CCLC Program Professional Development Plan



Program Name	Thrive
Program Director	Joy Millay
Dates of Implementation	June 1, 2021—June 30, 2022

If relevant to your program, include training provided by other funding (Title funds, grant-funded, etc.) as well as any school-day training that is applicable in the afterschool program. **Do not include IDOE 21st CCLC required trainings.**

Training Name	Provider	Training Objective	Impact on Program Quality	Staff Participation (Staff Titles & Number of Participants)	Hours of Training	Total Cost	What funds were used to pay for training?	Date of Training	CYC Competency Alignment (if applicable)
Orientation	Thrive's Executive Director			Program Lead – 1 Program Staff – 2 Program Assistants – 3 Volunteers – 10	1.5	\$0	n/a	August 2021	
First Aid/CPR	MVFD	Earn certification in First Aid and CPR	Improved overall safety Improved ability of staff to protect the health and safety of youth	Executive Director/Site Coordinator – 1 Program Lead – 1 Program Staff – 2 Program Assistants – 3 Volunteers – 10	6	\$425	21 st CCLC	August 2021	
Stewards of Children	The Lampion Center	Learn "how to prevent, report, and detect child sexual abuse"	Improved overall safety Improved ability of staff to protect the health and safety of youth	Executive Director/Site Coordinator – 1 Program Lead – 1 Program Staff – 2 Program Assistants – 3 Volunteers – 10	2	\$0	n/a	October 2021	Applied Human Development Cultural & Human Diversity Relationships & Communication
Click2Science Web Lessons	Penn State Extension	Improve staff ability to facilitate youth engagement in STEM	Improved quality of structured programming component Improved ability of staff to intentionally support and accelerate student growth in STEAM	Executive Director/Site Coordinator – 1 Program Lead – 1 Program Staff – 2 Program Assistants – 3 Volunteers – 10	3	\$30	21 st CCLC	Ongoing	Developmental Practice Areas Relationships and Communication
Various modules aligned with Indiana Afterschool Standards and Specialty Standards	Indiana Academy for Out-of-School Learning & Indiana Afterschool Network	Improve staff ability to promote social-emotional learning Improve staff understanding of diversity and inclusion Improve staff ability to utilize positive behavioural management Increase staff ability to support student-centred growth	Improved quality of structured programming component Improved ability of staff to intentionally support and accelerate student growth and development Improved ability of staff to protect the health and safety of youth	Executive Director/Site Coordinator – 1 Program Lead – 1 Program Staff – 2	10	\$600	21 st CCLC	Ongoing	Professionalism Cultural and Human Diversity Applied Human Development Relationship & Communication Developmental Practice Methods

Indiana Summit on Out of School Learning	Indiana After-school Network	To connect, learn new ideas, access valuable resources, and transform learning beyond the school day for Indiana's youth through connecting with other professionals	Improved efficiency of administrative functions Improved quality of programming and activities Improved organizational quality	Executive Director/Site Coordinator – 1	19	\$500	21 st CCLC	April 2022	Professionalism Developmental Practice Methods
10 Out-of-School Learning Best Practice Videos	Indiana After-school Network	Improve staff understanding and utilization of best practice strategies	Improved use of best practice to enhance quality of programming	Executive Director/Site Coordinator – 1 Program Lead – 1 Program Staff – 2	2	\$150	21 st CCLC	Ongoing	Professionalism Cultural & Human Diversity Applied Human Development Relationship and Communication Developmental Practice Methods

Professional Development Plan Cost:

Total Estimated Cost	\$ 1705	% of Total Budget	1.6%
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Assessment

Thrive practices a gestalt view and approach to much of the organization, especially its staff: that the organized whole is more than a mere sum of its parts. Therefore, the professional development needs of all of our staff members will be assessed and addressed in numerous ways including self-assessment, group assessment, and an annual individual program performance assessment with the Executive Director. In addition, Thrive utilizes both a strengths-based leadership approach as well as a traditional (i.e. a focus on improving performance weaknesses) approach.

Even within the program development plan for 2021-2022, there is ample room for individualization for each staff member. (For instance, access to the website offered by Indiana Academy for Out-of-School Learning & Indiana Afterschool Network, is well worth the \$600 fee to be able to access over 500 modules that cover a wide range of topics that are addressed in the Indiana Afterschool Standards and Specialty Standards). This flexibility allows Thrive staff to complete modules that will enhance their individual areas of strength and interest, as well as modules that can improve individual areas of weakness. This has the

added benefit of giving each staff a sense of control and ownership over their professional development.

As discussed previously in the “Staff Recruitment and Retention” section, Thrive invests in all of its human resources. Therefore training that is mandatory for staff shall also be offered to volunteers.

Staff Plans

The professional development needs of all levels of programming staff, while varying in level, all align in broad categories. As mentioned in the Staff Recruitment and Retention section, all training (with the exception of the Indiana Summit on Out-of-School Learning) will be made available to all levels of programming staff as well as volunteers. Broadly, the professional development needs of each level of Thrive’s programming staff align under the Indian Afterschool Standards categories: human relations; environments; programming and activities; health and safety; and administration.

Within this alignment of broad categories fall numerous content areas such as STEM, diversity and inclusion, executing effective programs, connecting in-school and out-of-school time, positive behavior management, parental engagement, student-centered growth, social-emotional learning, and leadership development.

The best way for our staff and volunteers to encourage our students to be life-long learners is to actively model it themselves through professional development. Therefore, Thrive’s professional development plan utilizes numerous components that are web and/or video based or are facilitated by local experts (such as the Lampion Center) so that it is readily accessible to the Executive Director, Program Lead, Program Staff, Program Assistants, and volunteers.

Enhancing Quality

Each of the professional development components have been intentionally chosen for its anticipated impact on the quality of Thrive's programming. As mentioned, Thrive's gestalt approach implies that all staff will benefit from each individual's expertise, strengths, and knowledge.

In addition, many of the professional development components were chosen because the knowledge and skills will be transferable to any content area. (For example, the skills of facilitating a small group lesson on a STEM activity, as covered in some of the webinars lessons from Click2Science by Penn State Extension, are skills that can be used for small group lessons in fine arts, social-emotional learning, and even just play groups).

Best practices are so named because they are evidenced-based methods to achieve intended outcomes. Training on, and staff utilization of, best practices will enable Thrive to reach its goals and outcomes. Programming that is built on child development foundations, curriculum that is evidenced based, and staff that are training in and use best practices are the trifecta of making life-impacting change in the lives of youth.

XI. EVALUATION

Evaluation Plan

Evaluation of 21st CCLC programming provided by Thrive will ensure that both implementation and outcomes are assessed and reported for key stakeholders including program staff, school administrators, teachers, parents, and advisory board members. Assessment of implementation of high-quality out-of-school-time programming will be conducted through annual site visits to the program site to compare observed program practices to quality-based standards included in the Indiana Afterschool Standards. Interviews and observations conducted during the site visit will provide much of the

formative data, although program staff will also collect and use self-assessment data using the IN-QPSA, Indiana Quality Program Self-Assessment. Data from the IN-QPSA, combined with the site visit reports from the external evaluator, will be used to determine the quality of programming delivered to students and their families. Outcome measurement will focus on assessing the extent to which the program is progressing toward its performance measures included in the *Program Implementation Table* presented in section 8 of the proposal. Data collection and assessment strategies used to track progress towards performance measures are described in detail below and are noted to the *Program Implementation Table* in section 8.

Evaluation Plan: Type of Data to be Collected

Daily attendance, demographics, math and reading grades, and reading and math assessment results will be collected for each participant. In addition to participant-level data (attendance, grades, etc.) and survey data (teacher, parent, and student surveys) collected by the program staff, Limelight Analytics will also conduct annual site visits to each program site, which will include interviews with staff, observations of program activities, and the collection of various program documents (e.g. lesson plans, program policies).

Evaluation Plan: When Data will be Collected

Data collection will occur throughout the program year, although most analysis and reporting will be performed at the midpoint and end of each school year. Program staff will collect student demographic information and attendance on an ongoing basis. Academic data (e.g., grades, assessment scores) will be collected by program staff each semester and entered in the Cayen Systems 21 APR data management system or provided to Limelight Analytics in Excel files transmitted securely through a designated data portal. These data will be analyzed, and results will be reported during each summer. The table below displays the

expected data collection timeline for the 2021-2022 school year. It is expected that a similar timeline will be followed during each year of the grant.

Table #14		
Timeframe	Data Element	Method of Reporting
Ongoing	Participant Attendance & Student Demographics	Cayen Systems 21 APR
Fall 2021	Site Visits: Quality observations; Interviews with program staff	Data collected onsite by Limelight Analytics
March/April 2022	Administer Teacher Survey	Cayen Systems 21 APR
	Administer Parent Surveys Administer Student Surveys	Return to Program Director
June 2022	Academic/school-based data: Grades; Local Assessments	Cayen Systems 21 APR

Evaluation Plan: Data Collection Instruments

Several critical sources of data will rely on existing data collection instruments such as local assessments (STAR Reading) and the statewide Teacher Survey instrument used by all Indiana 21st CCLC programs. Limelight Analytics will also develop Parent and Student Surveys, and customized site visit observation rubrics based on the Indiana Afterschool Standards.

Evaluation Plan: Data Utilization for Program Improvement

Limelight Analytics will present results of the evaluation at two points during each project year: (1) following the completion of the site visits at mid-year; and (2) at the end of each project year. Data collected through the site visits will be reported to the Executive Director/Program Director during a “work group session” in order to identify high-quality

program practices and opportunities for improving program procedures and activities. The objective of the work session will be to use the information gathered from the site visits to develop specific strategies for program improvement and to prepare for the self-assessment process using the IN-QPSA. Outcome data (including progress towards the performance measures) will be presented to program stakeholders at the end of each project year in a written report and through a group presentation (delivered online or in-person). Similar to the mid-year presentation of site visit results, Limelight Analytics will present these results to key program stakeholders and assist in the facilitation of work sessions that involve brainstorming to identify opportunities for ongoing program improvement.

Local Evaluator

Thrive has retained the services of Limelight Analytics to provide evaluation services for proposed project. Mindy Hightower King, Ph.D., Owner and President of Limelight Analytics, will supervise all aspects of the evaluation, coordinate data collection, and work closely with Thrive to ensure the results of the evaluation are used for continual program improvement. Dr. King has worked as a program evaluator in applied school settings for the past 20 years, and her work has focused primarily on after school programs, school wellness initiatives, workforce development, and early childhood development. Dr. King's evaluation work in the afterschool arena has involved the assessment of high-quality program implementation practices in over 250 program sites in Indiana, Kentucky, and Ohio, the assessment of academic and behavioral outcomes, and the development of self-assessment capacity among after school program staff. She spent six years as the project director of the evaluation of the Indiana 21st CCLC Statewide Initiative and four years as the project director of the Kentucky 21st CCLC Statewide Initiative. In addition, she has directed the evaluations of more than 35 after school programs in Indiana administered by both school

districts and community-based agencies.

Strategies of Measurement

Included in the proposal are the required performance measures for each of the proposed program sites. As shown in the *Program Implementation Table* in section 8, all performance measures align with one of the three Goals required by IDOE as well as the three Outcome Categories included in the *Indiana 21st CCLC Performance Measurement Framework*: Academic, Social/Behavioral, and Family Engagement. All proposed performance measures represent outcomes (e.g., changes in the knowledge, attitudes and/or behavior of 21st CCLC participants or their family members), as required by IDOE. In addition, the total number of performance measures does not exceed the maximum of 12 allowed by IDOE.

Math and English/Reading performance measures align with academic goals of the program and partner schools, and are based on grades and STAR Reading, the formative assessment instrument used the local school district. These measures are of particular importance, as they assess the extent to which students exhibit growth (as a group) across the school year. These data will be collected from school district administrators using pre-determined data sharing procedures outlined in the Memorandum of Understanding. These data will be securely stored, using the Cayen Systems 21 APR data management system, and analyzed by Limelight Analytics at the end of each school year.

Although the *Indiana 21st CCLC Performance Measurement Framework* does not require that performance measures include metrics representing program attendance, participants' attendance patterns represent critical indicators of success for delivering consistent levels of academic, social, and behavioral support to Indiana students. As such, program attendance data will be tracked daily for all participants and regularly updated in the

Cayen Systems 21 APR data management system. Using reports generated from Cayen Systems, these data will be reviewed quarterly by program leaders and the evaluator to ensure each program site is progressing toward meeting the RAP targets set forth in this proposal.

XII. SAFETY AND TRANSPORTATION

Transportation To and From

Thrive is held at in Wesley Hall at First UMC, located in the center of town between the Mt. Vernon Junior High on the east end of town and West Elementary on the west end of town. Thrive has partnered with the MSD of Mt. Vernon regarding transportation to Thrive programming. The MSD provides busing to Thrive from both West Elementary and the Mt. Vernon Junior High.

Parents/guardians are responsible for student pickup after programming and Thrive makes every feasible effort to accommodate the needs of parents/guardians – in policy and practice – to make certain that transportation is not a barrier for any family. This includes, but is not limited to:

- Junior high students – with written parental permission – may walk home;
- With written parental permission, elementary students may be walked home by a Thrive junior high student sibling;
- Families may carpool, as long as the adults are named on the child's authorized pick-up list (Thrive will facilitate contacts between parents for carpool purposes);
- Parents/guardians may have as many people as they want/need on their child's authorized pick-up list;
- A parent/guardian, if they find themselves unable to pick up their child(ren) without advanced warning, may text the Executive Director to provide an additional name/contact information to be added to the authorized pick-up list;

Needs of Working Families

Thrive's programming, schedule, and transportation procedures meet the needs of working families in numerous ways:

- Providing bussing for students to Thrive afterschool through our partnership with the MSD of Mt. Vernon;
- Holding programming Monday through Friday;
- Providing programming until 5:20 p.m. each day;
- Allowing flexibility in Thrive's Child Release Policy (as outlined above in the section "Transportation To and From").

On-site Safety

Thrive's highest priority is the safety and wellbeing of our students, staff, and volunteers. This is evidenced in our policies and practices focused on safety. Thrive utilized the "Safe Sanctuary" policy of Mt. Vernon First United Methodist Church (which Thrive's programming takes place) which is detailed policy addressing the safety of various vulnerable populations, including children. Other policies and practices that address on-site safety include Thrive's Child Release Policy, our Fire/Natural Disaster Procedure, Intruder Procedure, and Late Pick Up Policy. These policies and practices include:

- No student and staff/volunteer will ever be in a one to one situation in an area that is not easily visible to others;
- All programming areas are easily visible and able to be supervised (i.e. all classrooms have full length windows by the doors to allow visibility);
- A student will only be released to an adult who has been listed by the student's parent/guardian on the "authorized pick up list."
- Thrive reserves the right to require identification for anyone whom Thrive staff does not recognize.
- Thrive reserves the right to refuse to release a student to anyone who, in the judgement of Thrive staff, appears to pose a threat to the safety of the child.

- If a child has not been picked up within 30 minutes of the end of programming, and if staff have not been able to contact anyone from the child's authorized pickup list, Thrive staff will contact the Mt. Vernon Police Department who will make arrangements for the child to be transported to the Posey County Department of Child Services until an authorized adult can be located.
- The door to Wesley Hall (where programming is held) will be unlocked during student arrival and pickup times. The door shall be locked in between. While the door is locked, there are several ways for parents/guardians/authorized adults to contact Thrive staff and pick up their child, including a door bell and a Thrive staff cell phone.
- Thrive requires criminal background checks, sex offender registry checks, and DCS background checks as well as references for all staff and volunteers.
- Thrive has safety procedures in place for emergencies such as fire, tornado, and intruders. Thrive staff, volunteers, and students will practice these procedures at regular intervals.
- All equipment is checked at regularly scheduled intervals for safety and stability.

Hiring Practices

Minimum requirements for each position are outlined in the respective job description. It is the responsibility of Thrive's board to ensure compliance with these requirements for the position of Executive Director. It is the responsibility of the Executive Director to ensure the compliance with these requirements for all other staff and volunteer positions. These requirement shall be ensured through the interview and hiring process.

Each staff's personnel file will contain a record of all required training and any pertinent licenses and/or certifications. These files will be kept confidential and stored in a secure location in the Executive Director's office which shall be kept locked when not in use.

Background Checks

All staff and volunteers have a background check completed prior to working with students. The Mt. Vernon Chief of Police conducts the criminal background checks and sex offender registry checks and the Posey County Department of Child Services (DCS) conducts background checks related to cases involving DCS.

In addition to background checks, all staff and volunteers must complete an application and provide personal references that are then contacted by either Thrive's Executive Director or a member of Thrive's board.

The documentation from each staff and volunteer's background checks, as well as the personal information contained in the applications, are kept confidential and are stored in a secure location in the Executive Director's office, which shall be kept locked when not in use.

IX. PROGRAM STABILITY

As Thrive's mission is to enable every child in the Mt. Vernon community to reach their highest potential and be their truest self, and as Thrive does not and has never charged any fees for any of our services, sustainability is of utmost importance to Thrive. From its inception, Thrive has intentionally sought to build a broad base of support within the local community for that very purpose. This includes collaborative partnerships with other agencies, organizations, civic groups, businesses, and individuals, as well as financial support.

Three specific areas of focus that Thrive has and will continue to work on to increase local capacity and program stability are:

- Funding
- Volunteers
- Thrive's board

The first avenue of local capacity that Thrive is working to increase is available funding. This will be imperative to be able to sustain programming in a future absence of 21st CCLC funds. This effort will be two pronged: (1) maintaining current levels of support from local companies, organizations, and fundraising and (2) cultivating financial support from additional companies and organizations. For example, one local company has pledged five years of financial support for Thrive which, being half way through that commitment, the company might be willing to put towards either an endowment or some other form of investment for Thrive's future once Thrive has become a 21st Century Community Learning Center. (Thrive will work with a financial advisor to determine what feasible options there are to plan for the long-term future, including the pros and cons of each option). This support and commitment could then be leveraged to develop financial support from other local companies and businesses.

Another area of local capacity that Thrive is working to increase is volunteers. By expanding our pool of high-quality volunteers, Thrive will be able to expand the number of students we are able to serve in the future while also maintaining high-quality, evidence-based programming.

The third areas of local capacity that Thrive is working to increase is Thrive's board. Bring on additional individuals who have a wide range of skill sets, relationships within the community, diverse backgrounds, and a passion to serve the youth of Mount Vernon will allow Thrive to increase its capacity to impact the community long-term.

Thrive's one-year goal to increase our capacity and sustainability include:

- Increase board capacity
 - Add three new board members (increasing the number of board members from seven to ten).
 - Increase the cultural and racial diversity of the board.

- Develop and implement a financial plan for the future.
 - Work with a financial advisor to determine the best investment options for Thrive.
 - Work with our current financial supporters to determine their willingness to shift some funding to an investment to provide for Thrive's future fiscal wellbeing

Thrive views itself as a steward of the resources entrusted to us. Thrive takes seriously our responsibility to use those resources as effectively and efficiently as possible and to also be transparent in all aspects of our work.